Institute *for*
Healthcare
Improvement

Moving QI from Theory to Action Online Course with Coaching

Info Call

Jesse McCall, MBA
Dorian Burks, MPH

Your IHI Team
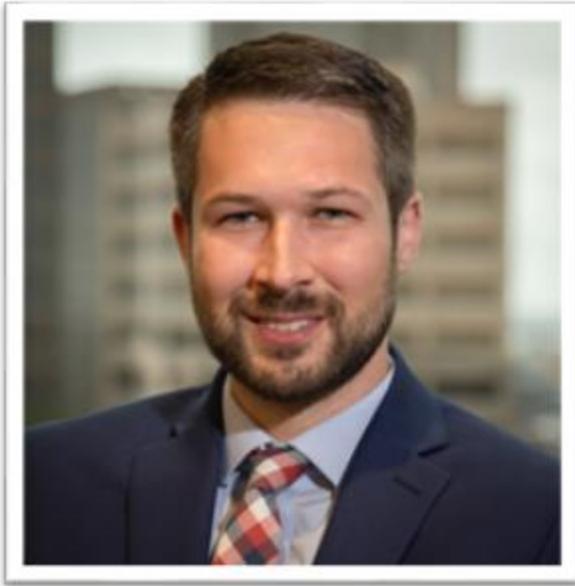
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Program Manager
OCC Program Lead

Our time today

- Introductions

- Program Design & Curriculum
  - Aim & Design
  - Lessons overview
  - 1:1 Coaching
  - Online Community
  - QI Workbook

- Expectations & Completion Requirements

- FAQs and Q&A

Where are you joining us from today?
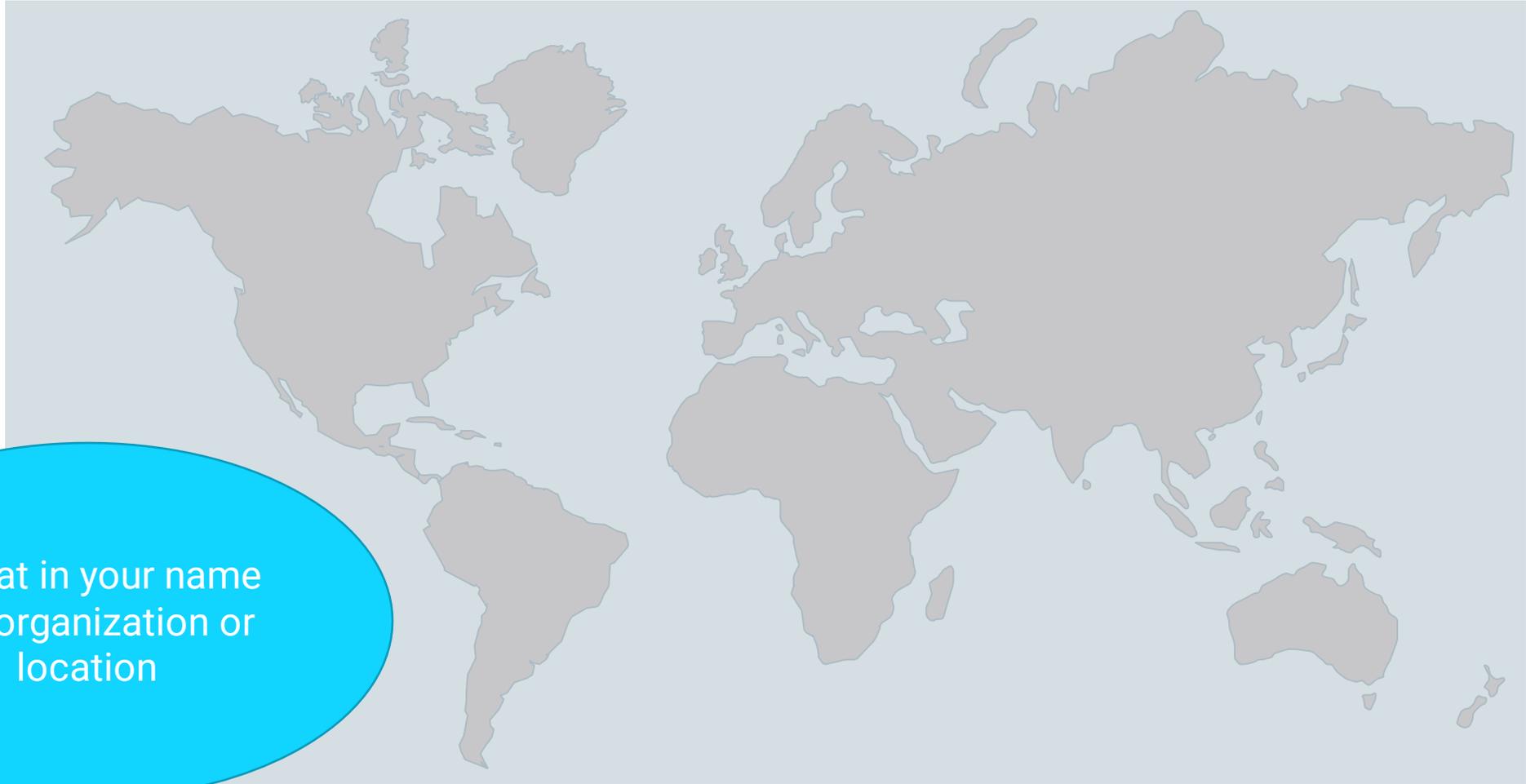
Program Design & Curriculum

Program Aim

To deepen your improvement knowledge by **Moving Quality Improvement(QI) from Theory to Action** by applying QI tools and methods to a problem in your work over ~9 weeks.
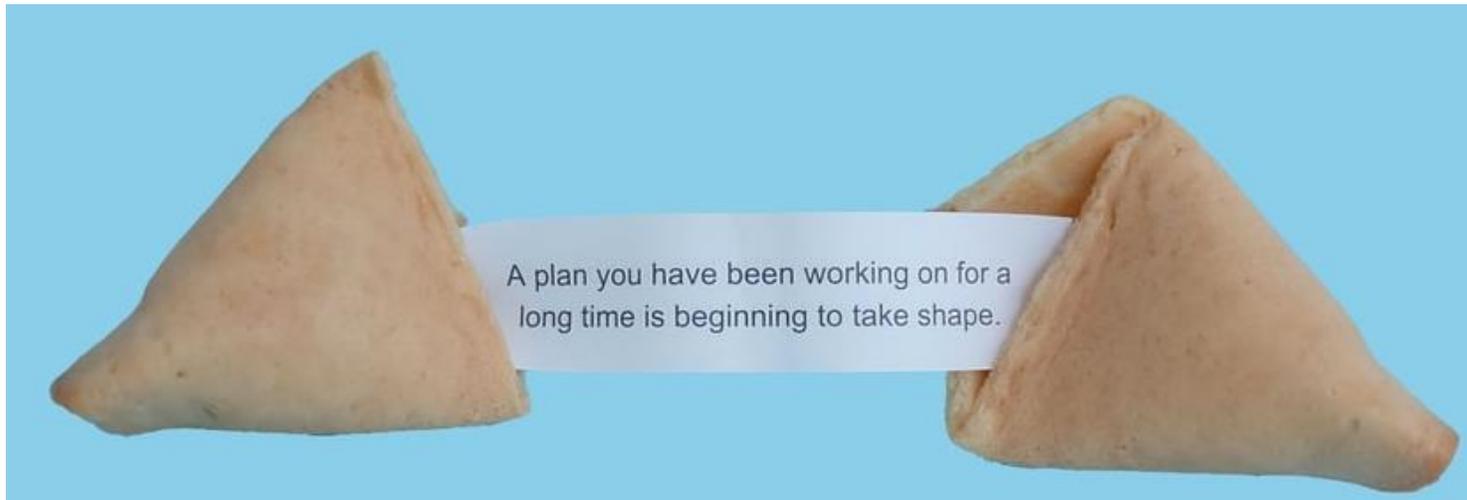

Photo by Elena Koycheva on Unsplash

This program is designed to help you...

- Describe and use foundational frameworks for improvement.

- Formalize plans to improve something meaningful in your local setting.

- Conduct and learn from small tests of change.

- Collect and analyze data about your system.

- Plan for the long-term sustainability of improvements you have made.
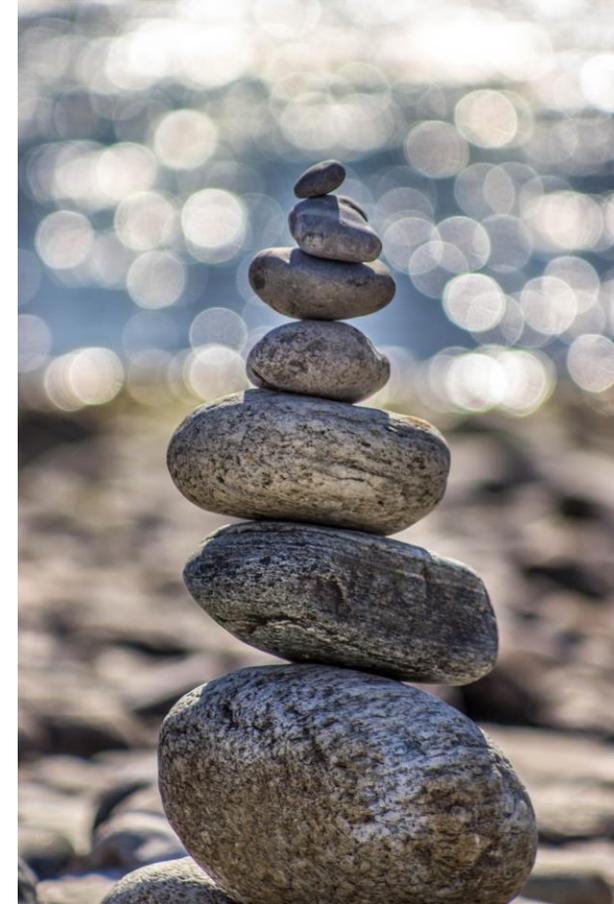
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The Model for Improvement

Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act | Plan

Study | Do
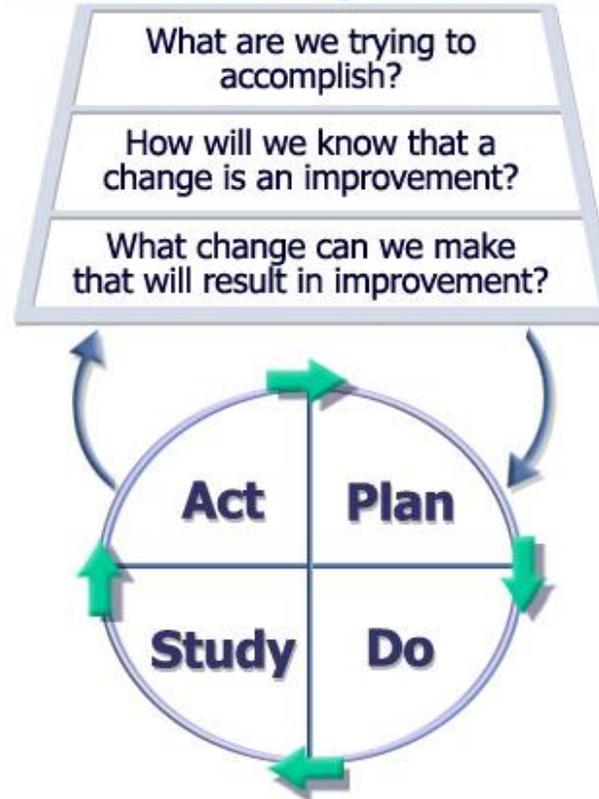
Langley, J. et al. The Improvement Guide. Jossey-Bass Publishers, 2009.

Program Design and Key Dates

All Learner Calls

All Learner Call 1	All Learner Call 2	All Learner Call 3	All Learner Call 4	All Learner Call 5
March 19 10 AM-11 AM ET	April 2 10 AM-11 AM ET	April 16 10 AM-11 AM ET	April 30 10 AM-11 AM ET	May 14 10 AM-11 AM ET

Course Lessons*

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Opens March 5	Opens March 19	Opens April 2	Opens April 16	Opens April 30

Project Application
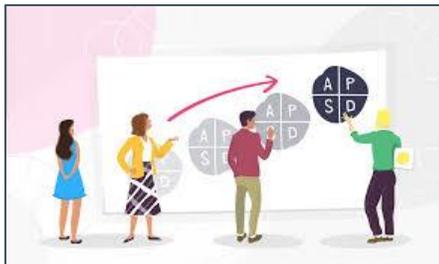
Applying your learning to your project locally

Optional 1:1 Coaching with Faculty

All Learner Calls

What can I expect in these calls?

- Content Review

- Case Study Applications

- Facilitated Discussion

- Breakout Sessions

- Peer Coaching and Feedback

Previous Participant Feedback

What worked best for you in this session?

"Talking through challenges and strategies during breakout session. Our breakout room had participants from different parts of the US and outside the US and it was interesting to see the commonalities and some of the challenged faced and discuss strategies to move forward."

Lessons Overview

#	Lesson Name	Objectives
1	Foundational Frameworks for Improvement	• Describe the Will, Ideas, and Execution Framework. • Explain the Lens of Profound Knowledge. • Understand the components of the Model for Improvement. • Build an improvement team with clearly defined roles.
2	Formalizing Your Improvement Plans	• Write an effective aim statement for a QI project. • Establish a family of measures, including outcome, process, and balancing measures. • Create a data collection plan. • Use a driver diagram to identify changes to test.
3	Learning from Tests of Change	• Explain the reason for testing an idea for change on a small scale. • Use PDSA (Plan-Do-Study-Act) to plan and run a test. • Use a PDSA template to help you organize and learn from test cycles.
4	Getting More from Your Data	• Plot your improvement data over time by drawing a run chart • Apply four rules to identify non-random variation in the data on a run chart. • Describe the difference between common cause and special cause variation.
5	Looking Ahead: Implementation and Spread	• Understand when a change is ready to move from testing to implementation. • Learn strategies for sustaining improvements in your organization. • Learn strategies for spreading improvement.

Optional 1:1 Coaching

- Participants can schedule 15 or 30-minute time slots with the faculty during designated times.

- Times are based on faculty availability.

- It is on a first-come, first-serve basis.

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Applying an Equity Lens

Key Performance Improvement Step	Equity Considerations
Identify the issue	• What populations are impacted by the problem you are targeting? • Does the team feel comfortable discussing bias and structural inequities? • What training has the team received around ingraining equity into their performance work? • Does the team composition and structure promote inclusivity? How will the patient voice be incorporated into program design? • What are potential structural barriers to success?
Define the aim	• Are the targeted populations clearly articulated in the aim statement? • Does the specified timeframe match patient needs? • What bias exists in current data sets?
Assess the current state	• What inequities already exist? What types of tests of change have been previously conducted to address these inequities? • What policies, procedures, and practices are currently in place? • What strategies will help mitigate bias in data collection/analysis? • What is the local culture surrounding the issue? Does the infrastructure needed for the project exist?
Plan tests of change	• Will the test of change impact those most vulnerable? • Are materials readily available in the language(s) and formats necessary? • Will the planned test of change address the root cause of inequity? • How can we ensure that those impacted by a test of change will have input into the process?
Learn from tests of change	• Were any inadvertent intervention-generated disparities created? If so, which tests of change can address those disparities? • Do the target populations believe the project outcome? • Did stratified data demonstrate that gains were experienced equally by all?
Modify and scale up	• What are potential structural barriers to spread and sustainability? • What best practices helped to achieve this? How will best practices be shared? • Are we keeping up with the dynamic discussions about health equity and are future projects updated appropriately? • Are there newly identified healthcare disparities that warrant PI efforts?

@DocNellCam, @DrEricWei, @michellemorse, @KomalBajajMD

Previous Participant Project Examples

- Reduce cycle time

- Reducing no show rates at clinics

- Improving curriculum around quality
  and safety for healthcare professionals

- Adherence to DVT prophylaxis in a wing
  of the hospital

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Quality Improvement Essentials Toolkit

Topics include:

- Aim Statement Worksheet

- Measures Worksheet

- Driver Diagram Template

- Project Charter Template

- PDSA Tracker

- Change concepts

- Fishbone Diagram Template

- Run Chart Worksheet

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QI Essentials Toolkit

- Cause and Effect Diagram
- Driver Diagram
- Failure Modes and Effects Analysis (FMEA)
- Flowchart
- Histogram
- Pareto Chart
- PDSA Worksheet
- Project Planning Form
- Run Charts
- Scatter Diagram

Expectations & Completion Requirements

Program Completion Requirements

❑ Attend 4 of the 5 All Learner Calls live:
- If you need to miss a session, please contact us
- If you miss a session, we expect you to view the recording

❑ Complete each lesson prior to All Learner Calls
- All content will be available online

❑ Identify a QI project and complete the following steps:
- Form a small project team
- Complete a driver diagram
- Write a project charter
- Complete at least 2 PDSAs
- Draw a run chart
- Create a visual management board

❑ Complete the post-course evaluation

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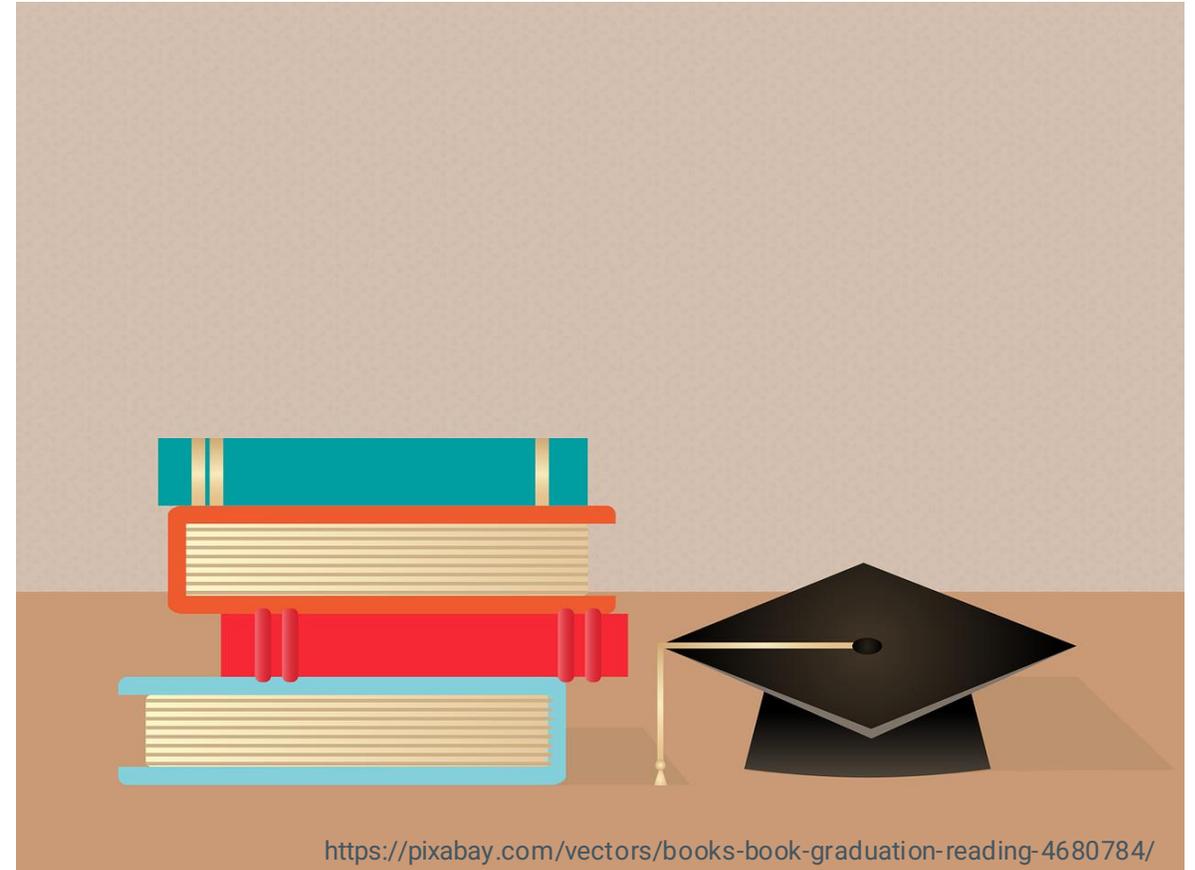
Expectations: Project + Applied Learning

- What we **do** expect:
  - Willingness to take risks
  - Use tools and worksheets that work for you and the work
  - Focus on something in your daily work and/or within your control
  - Support and share with other learners
  - Give us feedback on what you are learning and how we can improve

- What we **don't** expect:
  - Organizing a big team
  - Getting results
  - You do not need to turn in assignments

Photo by CDC on Unsplash

Expectations: IHI Team

Photo by Hannah Busing on Unsplash

- Timely responses to your questions, technical and content

- Incorporate your feedback to the curriculum and content

- Provided 1:1 support through individualized coaching

- Contribute to the community by sharing the latest learning from IHI

Continuing Education

In support of improving patient care, the Institute for Healthcare Improvement is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the health care team.

- This program is ***currently awaiting approval*** to provide **10 credits** for physicians, nurses, pharmacists, and Certified Professional in Patient Safety (CPPS) recertification.

- To be eligible for a continuing education certificate, attendees must complete the online evaluation within **30 days** of the final program session (May 14, 2024). After this period, you will be unable to receive a certificate.

FAQs
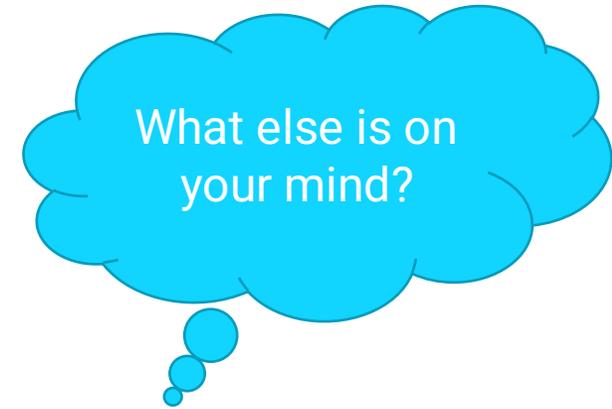
- **Course communications**
  - Online community posts & digests

- **What if I can't make an All Learner Call?**
  - Calls will be recorded and shared following the live calls

- **What is the expected time commitment?**
  - 2-4 hours per week

- **When do the courses become available and for how long?**
  - Each lesson will be available for 2 weeks before the next opens
  - All lessons will be available until 6 months past the final call

For all questions and comments regarding the course, please email Catherine Warchal at cwarchal@ihi.org

What else is on your mind?

What's Next?

If you're interested in joining this cohort:

- [Enroll as an individual here](#)

- [Enroll as a group here](#)

- [Apply for a needs-based scholarship here by March 1st](#)

If you still have questions...

You can send **any** questions to Catherine Warchal cwarchal@ihi.org

Questions?